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ABSTRACT

Environmental awareness experiences described in this guide are designed to serve as models or suggestions for teachers conducting activities directed toward environmental improvement. "Man: Steward of His Environment" is the theme of the 14 experiences utilizing behavior profiles, audio-visual exhibits, area studies, service projects, mass communications, program planning, surveys, campaigns, and moratoriums. Although the experiences suggest a use by school groups or by classes, they are not keyed to the instructional program per se. However, implications for classroom followup activities and continuing commitments are explicit. They are not designated as K-6 or 7-12 experiences since the ideas expressed can be adapted suitably for all levels. An annotated film list, directory of film distributors, and additional ideas for local environmental projects are appended. The publication's aim was to stimulate preparations for Conservation Day programs and was written by the Environmental Task Force at the request of the New York State Commissioner of Education. (BL)

ED053989

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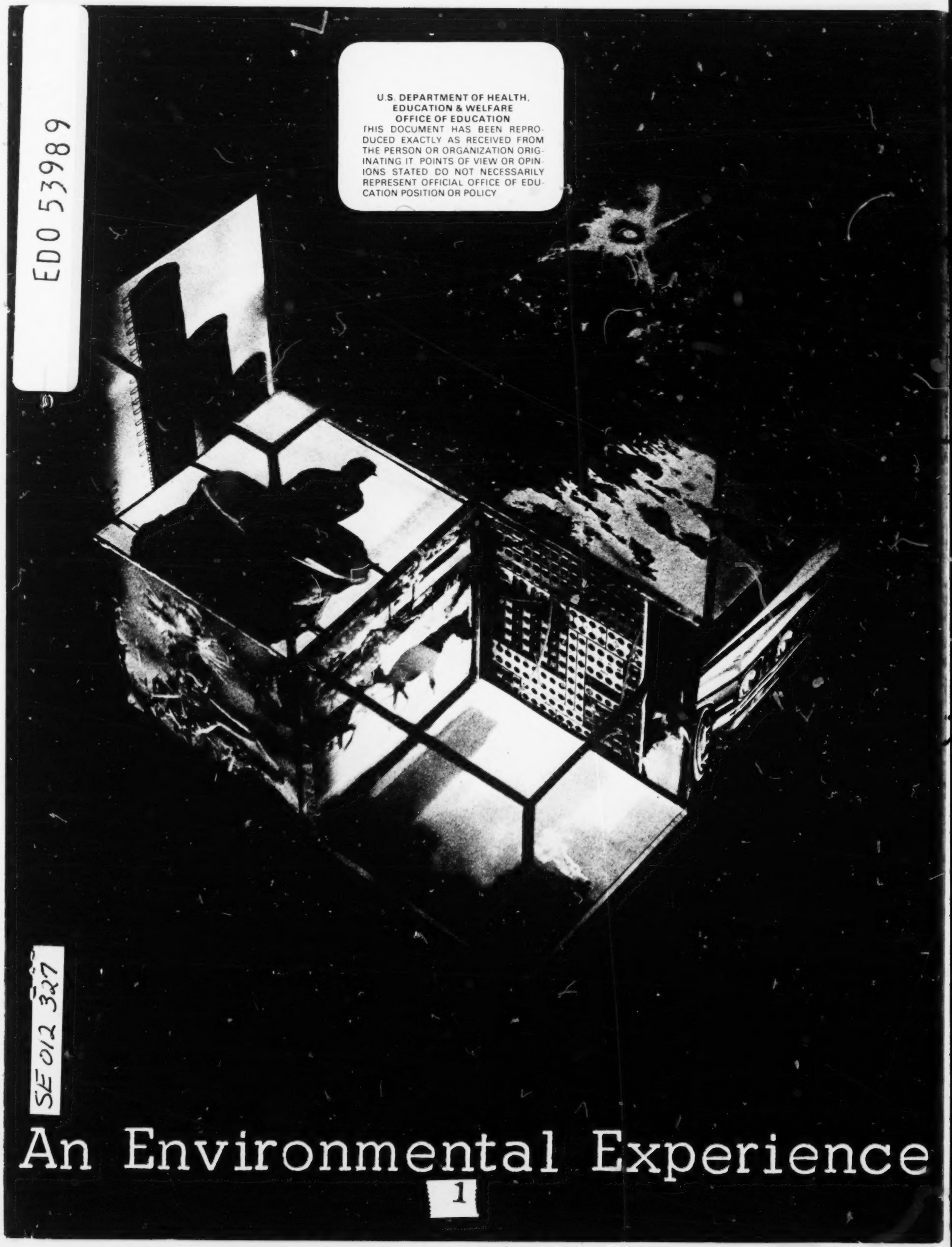

SE012327

An Environmental Experience

1

Theme

Man: Steward*of his Environment

*__Steward;__ one called to exercise responsible care over possessions entrusted to him (a steward of the time, talent, and treasure entrusted to his care).

AN ENVIRONMENTAL EXPERIENCE...

Conservation Day should be used as a special occasion for participating in the new environmental evangelism. It is a time for reflection -- a time for action -- a time for pledging lifelong dedication to improving the beauty and the cleanliness of our surroundings. Conservation Day must not be used just to give the problems of an effluent society a glancing blow.

Conservation Day should provide a focus for understanding that, if freedom is the exercise of responsible choice, then we had better hasten to assume individual and collective responsibility for reforming a system of values which presently permits us to tolerate pollution and the degradation of our natural resources, which, in turn, are rapidly denigrating the human condition and the quality of life.

The choices we have for living the good and free life are increasingly being limited by inadequate social controls on technology and on economic development and by unenlightened attitudes and behavior of the individual.

The job of education is to remove ignorance. Conservation Day should be used as a singular opportunity for illuminating the issues and the question marks concerning the environment and for demonstrating productive and exciting ways in which man, as someone has remarked, can eventually recapture something of an earlier harmonious union with his surroundings. I see in environmental education a fine opportunity, too, to engage in open education, i.e., by using community and regional resources as instructional adjuncts to the schools.

Ewald B. Nyquist
President of the University of
the State of New York and
Commissioner of Education

FOREWORD

This publication represents the Environmental Task Force's response to Commissioner Nyquist's October 1970 call for a renewal and rededication of our efforts to direct education toward environmental improvement. Conservation Day, on April 30, 1971, should keynote this objective.

The experiences described herein are designed to serve as models or suggestions from which your own efforts centering on Conservation Day may be generated. The publication is to be used as a series of duplication masters in order that copies may be made available to teachers and school officials who might find it of value.

Although the experiences suggest use by school groups or by the school itself and are not keyed to the instructional program per se, the implications for classroom followup activities and continuing commitments are explicit. They have not been designated as K-6 or 7-12 experiences, since the ideas expressed can be adapted suitably for all levels.

Hopefully, the publication will achieve its aim of stimulating your own preparations for investing in Conservation Day a meaning that is essential to all of us.

BARRY W. JAMASON, Chairman
Environmental Task Force

BERNARD F. HAAKE, Assistant Commissioner
for Instructional Services
(General Education)

Conservation Day has a history of concern and a validity in its intent - that of revitalizing our efforts to improve the environment. It should be a day for testing our degree of commitment and evaluating our individual and collective efforts toward maintaining a dedication to good stewardship.

The educational community can make a unique contribution toward this effort in sustaining this theme in the conscience of youth. It is hoped that these materials will encourage your efforts in this direction.

PHILIP B. LANGWORTHY
Associate Commissioner
for Instructional Services

ENVIRONMENTAL AWARENESS EXPERIENCES

EXPERIENCE 1

The profile technique is a device that provides an introspective experience for the individual and a possibility for comparative studies between individuals, and among groups, classes, and schools. This method generates its own interest and provides continued motivation for further action. Teachers and students working together are encouraged to design their own profile technique using the model shown on pages 2 and 3.

The blank spaces in each category in *Column A* provide opportunities for students to write in positive, constructive environmental actions they perform which help offset some of the negative points listed in *Column B* over which they feel they have little or no control. For example, membership in a PYE (Protect Your Environment) club or some other conservation-minded organization may be cited.

The group may wish to discuss the advisability of using weighted values for some of the items, and the feasibility of constructing a graphic representation of the results.

ENVIRONMENTAL BEHAVIOR PROFILE

Directions: Check (√) the items in both *Column A* and *Column B* that apply to you. Total the number of checks in each column. A greater number of checks in *Column A* suggests generally positive environmental behavior; a greater number of checks in *Column B* suggests that improved environmental behavior is desirable.

Column A	Column B
[ ] No auto	[ ] One auto
[ ] One 6-cylinder auto	[ ] One 8-cylinder or more than one 6-cylinder auto
[ ] No other personal motor vehicle (motor bike, go cart, etc.)	[ ] A personal motor vehicle
[ ] Hand lawnmower	[ ] Power lawnmower
[ ] Hoe and shovel	[ ] Rototiller or garden tractor
[ ] Toboggan or sled	[ ] Snowmobile
[ ] Shovel	[ ] Snowblower
[ ] Refuse collected	[ ] Refuse burned
[ ] _____	
[ ] _____	
[ ] Canoe, rowboat, or inner tube	[ ] Outboard motor boat
[ ] Sewage treatment system	[ ] Septic tank
[ ] Nonphosphate lawn and garden fertilizers	[ ] Phosphate fertilizers
[ ] Nonphosphate detergents	[ ] Phosphate detergents
[ ] _____	
[ ] _____	
[ ] Returnable containers	[ ] Nonreturnable containers
[ ] _____	
[ ] _____	

ENVIRONMENTAL BEHAVIOR PROFILE *(Continued)*

Column A	Column B
[ ] Naturally produced sounds (music)	[ ] Electric amplifiers to produce sounds
[ ] Properly operating muffler	[ ] Defective muffler
[ ] Hand operated equipment	[ ] Loud power equipment
[ ] Moderate speaking voice	[ ] Loud speaking voice
[ ] _____	
[ ] _____	

(List in *Column A* and check (✓) each positive environmental act you perform if you wish to offset the checks in *Column B*.)

[ ] _____	[ ] Air conditioner
[ ] _____	[ ] Electric toothbrush
[ ] _____	[ ] Electric razor
[ ] _____	[ ] Electric carving knives
[ ] _____	[ ] Electric can opener
[ ] _____	[ ] Electric cooking equipment other than basic oven
[ ] _____	[ ] Second TV
[ ] _____	[ ] Electric power mower
[ ] _____	[ ] Electric blanket
I take pride in my home and community by	I show a lack of pride in my home and community by
[ ] keeping my home neat	[ ] not keeping my home neat
[ ] respecting grass where planted	[ ] not respecting grass where planted
[ ] keeping sidewalk and curbstones neat and clear of refuse	[ ] not keeping sidewalk and curbstones neat and clear of refuse
[ ] assisting others who may need help in keeping their home neat	[ ] not assisting others who may need help in keeping their home neat
[ ] respecting the property of others	[ ] not respecting the property of others
Total checks (✓) ____	Total checks (✓) ____

EXPERIENCE 2

Moratorium... one small effort for one day...

Initiate a one day moratorium on environmental degradation. Encourage students to describe how they despoil the environment by their actions and have members of the group suggest changes in a normal daily routine that would eliminate as many of these acts as possible for one day. During the moratorium day, and on the day following, spend some time discussing the difficulties experienced in observing the moratorium and the possibilities for a genuine commitment to continuing at least some aspects of the group action. It should be possible, with this type of discussion, to modify some of these behavioral adjustments into a practical, continuing environmental consciousness.

Examples:

Students who drive autos	Walk... take the bus
Students who use public transportation	Walk (if practical or possible)
Students who bring a bag lunch.	Save the bag for reuse
Students who watch TV.	Cut viewing time in half
Students who use electric appliances which are more a convenience or even a luxury than a necessity.	Try doing without
Students who regularly buy soda in a can.	Try to buy soda in a returnable container

EXPERIENCE 3

"Making movies. Our students were shown how to make 8mm. movies in a communications course. Camera, projector, and splicing equipment were borrowed from the school, and the science department paid for color film and developing. Two films were made. One film showed pollution around the Buffalo area: factory smoke, automotive exhaust, and junk yards accompanied by an environmental record, *Look Around You*, to provide sound. The other film showed beautiful scenery around Buffalo and Lake Erie in color with a section on ugliness and pollution in black and white. The kids made a tape of background music and commentary to go with it. Both films were used in a student-organized assembly program on environment which was presented to grades 8-12."

(Sister Dorothy J. McMichael, Nottingham Academy, Buffalo, New York.)

Adult audiences would also enjoy seeing these films.

EXPERIENCE 4

A school service organization may wish to organize a button campaign. The group might first create a design or use the Education Department's symbol which has been reproduced for this purpose (see Appendix, page 13). Students would then seek the cooperation of local merchants and community agencies concerning financial support for production of the buttons. These buttons could be sold by the PTA to aid in carrying out some environmental project (see list in Appendix, page 13). A school-wide survey should be taken to select a project that would appeal to the greatest number of students.

EXPERIENCE 5

Student committees who are responsible for planning school assemblies might wish to arrange an environmental program around a guest speaker. It is important to have the students make adequate preparations for the program by outlining in some detail the major points they wish to have the speaker cover. Further, if possible, have the committee meet with the guest speaker for a discussion regarding his presentation. Perhaps some students could compiement the speaker's presentation with visual materials they may construct such as overhead transparencies which would illustrate his major points. Some committee members might want to take photographs or slides which illustrate the major points in the presentation. A small panel of students might pose followup questions based on the speaker's presentation as a second part of the program.

The following is a list of individuals, groups, and government agencies that might be willing to supply a guest speaker for this experience.

Amateur naturalists in the community
Audubon Society
Chamber of Commerce
City manager or mayor
College biologist or ecologist
County Agricultural Extension Agent
County highway department
Farmer
4-H Club
Izaak Walton League
New York State Department of Commerce
New York State Department of Environmental Conservation
New York State Department of Health
New York State Museum and Science Service
New York State Water Purification Board
Police department
Representatives of local industry
Sierra Club
Town supervisor or county board of supervisors
Tree nursery operator
United States National Park Service
Water commissioner

EXPERIENCE 6

Arrange for the presentation of a film either for use in as many classrooms as is feasible, or as part or all of a school assembly program.

The type of film suggested for this experience is one which is highly attractive (in terms of production quality), very demonstrative of current ecological concerns, and extremely entertaining from the point of view of identification and interest. Other films of a considerably more academic nature would be more profitably used in a well-planned classroom presentation as part of an actual instructional unit, whereas the type described above would probably have greater impact as a dramatic, one-time showing coinciding with the interest generated by this special occasion (Conservation Day).

To assist in the selection, see the Appendix for a list of annotated film titles which exemplify this recommended type of film. Using standard film indexes and film lists, select one similar to the examples to be ordered for the school or class. (It should be emphasized that the list is only exemplary. The demand for these few films would be unmanageable if it were suggested throughout the State that they were the best or the only ones available.)

A related individual classroom experience might be to publicize a film presentation which is to be shown in a school-wide program.

EXPERIENCE 7

Audio equipment lends itself readily to the dissemination of information or to the demonstration of points of view. Noise pollution is a less widely recognized form of environmental degradation and, as such, merits attention.

Have students tape record as large a variety of sounds as is practical. They may attempt to describe categories of sounds to give order to their efforts. The selected categories will almost certainly ascribe values to the sounds ultimately recorded. For example, although some categories will merely serve to help them locate what they should record (at work, in school, at a street intersection, during school recess, at a construction site), other categories will suggest choices to the listener (harsh vs. pleasant, necessary vs. unnecessary, irritating vs. undisturbing, tolerable vs. intolerable).

The choices explicit in these selections should stimulate considerable discussion on the types of things we want in our lives and the sacrifices we are prepared to make in obtaining them.

A number of ways may be employed to reach people with this taped "propaganda" device; school assembly, local radio time, as a science fair exhibit, etc.

EXPERIENCE 8

Arrange to have an environmental improvement campaign to correct the condition of the school grounds, community parks, and parcels of land that are often poorly managed or environmentally untended by some branch of state, county, or town or village government. The property bordering town or village easements, streets, road or street junctions, stream beds, and city owned lots are the usual forms of untended public land.

Students can be encouraged to pinpoint the location of lawns and stream banks that require reseeding, ground cover, or shrubs. The same concern should be reflected at home.

Merchants can be encouraged to contribute materials or money to assist in solving the identified problems. Students can design and produce recognition posters or seals which cooperating businesses and other sponsors might wish to display. The culmination of the activity is the monitoring of project successes and discussion of continuation activities.

Problem	Response
Eroded bank and muddy stream	Seek advice from the local Agricultural Extension Agent or from the Department of Environmental Conservation on stream management and how students can work to remedy the problem.
Road or street easement	If barren soil - plant grass seed. If litter strewn - install trash container or arrange weekly "pick up" by an assigned group of students.
Badly worn corner	Reseed - discourage people from taking shortcuts across a corner by planting one or more low growing shrubs.
Worn lawn areas	Determine causes - remedy.
Worn hilly areas	Reseed - or where very steep, plant ground cover.
Excessive littering	Determine reasons for littering and then initiate a local campaign to eliminate public apathy.

EXPERIENCE 9

Paper drives have always been a popular way of raising PTA or school funds (in this instance to support an environmental project). Establish a school committee to organize the collection of newspapers, magazines, and scraps such as cardboard containers. Several simple paper balers might be constructed for the purpose of keeping the papers neatly and compactly together and placed at designated centers throughout the school. (See Appendix for suggested projects.)

Sample paper balers may be constructed by the industrial arts department for display in some public place such as the school, bank, or a municipal building. The effort could be further publicized as described in Experience 12.

EXPERIENCE 10

The student governing body may wish to present a program for the entire school designed to simulate the legislative process (Federal, State, local) through the preparation and disposition of a series of Environmental Quality Bills.

Committees of legislators should be formed to write specific acts. Suggestions for legislation could be solicited from the entire student body and evaluated by the legislators. After numerous bills have been framed, the school governing body might call a public hearing (possibly the entire school) for the purpose of discussing each bill. The legislative committees would then amend their bills in light of the public hearing and submit them to a vote by the entire student body some specified time after the public hearing.

A full account of the proceedings should be written up in the school newspaper, and an account might also be prepared for release to the community newspapers.

EXPERIENCE 11

Have a group of students identify an area in the community where unsightly and polluted conditions exist...conditions which can be mitigated or eliminated through student effort.

The physical appearance of the area could be photographed. Students would then plan and carry out the effort to improve these conditions. Photograph the results. It is then important that this project, thus documented, be publicized to the extent that it serves as a model for what can be done by group action. A display in the school or in the community is one way in which the results might be publicized.

A very important followup to the experience is inschool or classroom attention to an analysis of what causes areas to be blighted in this manner, and the determination of positive living habits (collective or individual) which might preclude this type of degradation.

EXPERIENCE 12

Suggest to the school's service club a project in which its members provide citizens of the community with flyers describing activities they can undertake in improving environmental conditions. These flyers could be distributed by students in their immediate neighborhoods.

Examples:

Instructions for constructing a composter (barrel, frame, or pit) or a lawnmower mulcher

Instructions for constructing a paper baler

Guide to ornamental plantings which support wildlife

(Levittown Public Schools, Levittown, New York)

EXPERIENCE 13

A committee of students may be formed to write a series of spot announcements for local radio and television stations for the purpose of observing Conservation Day. Announcements are usually made on the day of observance and for as much as a week to 10 days before. Frequently, 30- or 60-second "spots" are carried by stations as a public service. Allow sufficient lead time to coordinate this effort with the station.

For these spot announcements, the students may wish to select some fundamental concepts dealing with the environment and expand their meaning in terms of how individuals can effect direct action. For example, the concept - "*interdependence* - mutual reliance... an organism cannot live alone" could be supported by illustrating ways in which man relies on his fellow men as well as ways in which he must play an interdependent role with other species in his environment. Other concepts which might be developed are survival, scarcity, right vs. responsibility, recyclement, valuing, social forces, optimism, and planning.

EXPERIENCE 14

Arrange a visit to a park. Have students independently record what they like and what they dislike about the park environment with due attention to their reasons. Students could then profit from comparing their individual impressions. This activity should provide the basis for discussing the different attitudes and values that individuals have about the desirable features and benefits of a park.

The activity can be extended by a survey conducted among people in the park neighborhood for a general community profile of the good things and bad things about the facility. Action could be planned on possible ways to eliminate the undersirable features and to enhance the good aspects of the park area.

APPENDIX

ANNOTATED FILM LIST

The film list below is intended as a guide to the types of films you may consider using for a Conservation Day assembly or classroom program as specifically described in Experience 6 on page 6. Abbreviations for distributors' names are defined in the Directory on page 12. The letters E (elementary), J (junior high), and S (senior high) indicate the instructional level at which the films may be most appropriately used.

Adventures of junior raindrop. 7 min. (SUNY-Fr) (EJ)
Animated cartoon of a raindrop's visit to earth. "Junior" falling on unprotected soil goes "wild," uniting with companions to cause flooding and damage to land - its soil, crops, water supplies - and to mankind. Junior can be tamed by good watershed management, and become an asset.

Banquet of life. 55 min. (SUNY-Fr) (S)
Population is exploding faster than resources of earth can cope with it. Malnutrition, jammed cities, littered landscapes, and polluted environment are happening. Improvements in agriculture, health, and nutrition result in further explosion. Moral questions arise. The birth rate must be controlled one way or another. A thought-provoking film for use in developing concerns over world population and the capability of this earth to support growing populations.

The clock ticks on. 11 min. (SUNY-Fr) (JS)
A psychedelic, "way out" film dealing with man and his environment. This film is different! It has been effectively used as an introduction to discussions of the economic and moral consequences of man's management and mismanagement of the environment he shares with all living things.

Glen Canyon. 29 min. (Assn. Films) (EJS)
This uniquely beautiful stretch of the Colorado River before and after the construction of the dam. "A poignant film experience."

Heritage of splendor. 18 min. (SUNY-Fr, Assn. Films) (EJS)
An award winning film emphasizing the fact that although Americans are becoming a responsible people in the conservation of tangible resources, there is still much to be desired in the conservation of natural beauty. The film vividly portrays the "fallout" of litter blighting our landscape and illustrates litter prevention activities, photographed against some of the most beautiful scenic areas in the U.S.

Our magic land. 17 min. (SUNY-Fr) (EJS)
No greater magic exists than the wonder of life - a seed dropped into the earth magically pushes through the soil to become a stalk of corn or a tree that shelters and feeds wildlife. Nature only asks man's cooperation in keeping a protective cover of plants and trees and keeping our rivers and streams clean. A magician and his tricks point up the finest magic of all - man and nature cooperating to maintain and improve our Magic Land through conservation.

Paradise polluted. 15 min. (SUNY-Fr) (EJ)
This is a hard-hitting film which deals squarely with the problems of pollution, water, air, landscape, and space and should arouse citizens - young or old - to the crying needs for all forms of pollution abatement.

Redwoods. 20 min. (Assn. Films) (EJ)
An Academy Award Winner in 1967, this tragi-poetic study helped create Redwood National Park. It surveys the future of the vanishing forests of Sequoia.

Tom Lehrer sings 'Pollution.' (SUNY-Fr, NCAPC) (S)
Tom Lehrer sings calypso-type lyrics describing the extent and the threat of air and water pollution in the U.S. while the camera scans scenes of filth, garbage, smoke, dirty water, and industrial waste.

Water. 27 min. (MTP, NYSDH) (EJ)
A beautifully photographed film with sequences on the water cycle, pollution, uses and aspects of water chemistry explained through animation.

Wild animal families. 11 min. (Ed'l Films, SYRCU) (E)
A variety of animal families are shown in their native habitats. Demonstrates the importance of parents and the principles of adaptation. Excellent for primary grades.

Wild rivers. 28 min. (MTP) (EJS)
Award winning film captures the grandeur of our remaining wild rivers: scenes of wildlife and natural beauty and man's eager use of rivers for recreation.

DIRECTORY OF FILM DISTRIBUTORS

The following list of distributors will provide you with sources of films such as those annotated above.

Association Films, Inc.
(Assn. Films)
600 Grand Avenue
Ridgefield, N.J. 07657
Tel. 201 943-8200

Educational Films (Ed'l Films)
Visual Aids Service
Division of University Extension
University of Illinois
Champaign, Illinois 61820

Encyclopedia Britannica
Educational Corp. (EBE)
425 N. Michigan Avenue
Chicago, Illinois 60611

Environmental Control
Administration (ECA)
12720 Twinbrook Parkway
Rockville, Maryland 20852

Modern Talking Picture Service
(MTP)
1212 Avenue of the Americas
New York, N.Y. 10036

NBC Educational Enterprises,
Inc. (NBC)
30 Rockefeller Plaza
New York, N.Y. 10020

National Center for Air
Pollution Control (NCAPC)
U.S. Public Health Service
Washington, D.C. 20201

Natural Beauty Commission (BC)
Film Library
New York State Office for Local
Government
155 Washington Avenue
Albany, N.Y. 12210
Tel. 518 474-5748

New York State Department of Health
(NYSDH)
Film Library Supervisor
Office of Public Health Education
84 Holland Avenue
Albany, N.Y. 12208

New York State Department of
Environmental Conservation (NYSDEC)
Division of Conservation Education
Film Loan Library
Albany, N.Y. 12226

State University Film Service
(SUNYA)
1400 Washington Avenue
Albany, N.Y. 12203
Tel. 518 457-3359

S.U.N.Y. College of Forestry
(SUNY-Fr)
Film Library
Syracuse, N.Y. 13210
Tel. 315 476-3151

Syracuse Film Rental Library (SYRCU)
1455 E. Colvin Street
Syracuse, N.Y. 13210
Tel. 315 479-6631

ENVIRONMENTAL PROJECTS

The following are ideas for local environmental projects which might be furthered by the fund-raising activities described in Experiences 4 and 9.

- To improve the appearance of school property, public parks and recreational facilities, and municipal grounds
- To design and produce an imaginative poster campaign directed at preventing litter and discouraging indiscriminate dumping into streams, swamps and on public property
- To finance local advertising which will contribute to public awareness of environmental concerns
- To design a panel-type radio or TV program highlighting local environmental problems
- To establish a regular "award" competition for local merchants, farmers, or citizens which would recognize an environmental "conscience" or achievement
- To use photography for documenting and publicizing community environmental improvement
- To enlist the appropriate expertise in projects which would measure various types of pollution and to provide these efforts with the publicity they require

ENVIRONMENTAL SYMBOLS

The symbols below refer to the suggestion in Experience 4 on page 5 that you incorporate an existing design in your plans for Conservation Day.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984 Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L., Chancellor, New York
1985 Everett J. Penny, B.C.S., D.C.S., Vice Chancellor, White Plains
1978 Alexander J. Allan, Jr., LL.D., Litt.D., Troy
1973 Charles W. Millard, Jr., A.B., LL.D., L.H.D., Buffalo
1972 Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D., Purchase
1975 Edward M. M. Warburg, B.S., L.H.D., New York
1977 Joseph T. King, LL.B., Queens
1974 Joseph C. Indelicato, M.D., Brooklyn
1976 Mrs. Helen B. Power, A.B., Litt.D., L.H.D., LL.D., Rochester
1979 Francis W. McGinley, B.S., LL.B., LL.D., Glens Falls
1980 Max J. Rubin, LL.B., L.H.D., New York
1971 Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D., Hastings on Hudson
1982 Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D., Syracuse
1983 Harold E. Newcomb, B.A., Owego
1981 Theodore M. Black, A.B., Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Executive Deputy Commissioner of Education
Gordon M. Ambach

Deputy Commissioner for Elementary, Secondary, and Continuing Education
Thomas D. Sheldon

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Theme

Man: Steward*of his Environment

*Steward; one called to exercise responsible care over possessions entrusted to him (a steward of the time, talent, and treasure entrusted to his care).

An Environmental Experience

The University of the State of New York
The State Education Department
Albany, New York 12224
1971

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